Arizona State University
Knowledge Mobilization Syllabus
Spring 2017

Graduate College: Dr. Jennifer Cason  Dr. Eric Wertheimer
Co-Instructors: Jennifer.Cason@asu.edu  Eric.Wertheimer@asu.edu

Dates: Fridays, January 20, February 3, February 17, March 3, March 24, April 7, April 21, April 28
Time: 12:55 – 2:50pm
Location of Classes: Durham Language & Literature Bldg. 148

Office Hours: By appointment; email instructors directly.

Course Description: Research data reveals that engaging students in an integrated approach addressing critical thinking, collaboration, creativity, and communication can have an impact across academic and non-academic contexts (Bridges, 1993; Cason, 2016; Porter & Phelps, 2014). The Knowledge Mobilization (KM) Studio is a three credit course providing graduate students and postdoctoral scholars the opportunity to hone transferable skills that will impact their career trajectories. The studio design allows students and postdoctoral scholars to sharpen core competences desired within academia, industry, and non-profit organizations and impact career trajectories. The KM Studio comprises a community of scholars fostering academic and professional identity.

Through workgroups scholars will critique and reenvision the needs of the future American university and its faculty. Scholars working within the KM Studio will also define and develop their own knowledge mobilization through creative exercises that will challenge scholars to think seriously about concepts and practices that optimize access and use of knowledge within the academy and beyond.

Goals and objectives:
Goal 1: To foster a collaborative, creative, and thought-provoking environment that fosters an understanding of knowledge mobilization.
   Objective 1.1: Conduct a bi-weekly seminar wherein scholars will create a knowledge mobilization product.
   Objective 1.2: KM Studio participants will present their scholarly ideas and research to peers, faculty, and industry leaders in multiple forums.

Goal 2: To identify the linkage between knowledge production and social change, the connection between the academy and the public, and the perceived value of scholars with doctoral degrees; generation and exploration of multiple career paths for research scholars.
   Objective 2.1: Scholars will identify the value and relevance of their research and scholarly ideas to multiple audiences.
Objective 2.2: Scholars will create a professional presence in multiple arenas through KM products such as TED talks, video tutorials or projects, research pitch, posters, infographics or creative works, social media or online/digital scholarship platforms that present specialized knowledge to a broader, non-scholarly audiences.

Student Learning Outcomes:
Scholars who engage, challenge, and apply themselves will:
1. Develop a knowledge mobilization product.
2. Develop and engage in experiential learning activities that will improve their ability to network and foster skills for professional relationships building.
3. Enhance communication skills and convey the significance and impact of their research across multiple contexts.

Course Readings, Text, Knowledge Mobilization Examples, and Resources:

Readings:


   ○ Specific chapters will be identified and posted in Blackboard

Optional Reading


Knowledge Mobilization Examples Provided by Guest Speakers:
Review examples prior to day guest speaker visiting class and be prepared to ask at least one question about each example.

**Dr. Gustavo Fischman: ASU, Teachers College, edXchange**
- Fischman, G. E. (2016) *The simplimetrification of educational research* Education in Crisis, Blog of *Education International* published on Thursday, 12 May 2016

**Dr. Stephanie McBride-Schreiner: ASU, edXchange**
- edXchange [https://education.asu.edu/edxchange](https://education.asu.edu/edxchange)
- Education Policy Analysis Archives [http://epaa.asu.edu/ojs/index](http://epaa.asu.edu/ojs/index) (See also video by Dr. Kornhaber on Common Core for an example of a video-commentary, accessed on main page of website or at [https://www.youtube.com/watch?v=_XgUqG8uUcq&index=4&list=PLyqFQ4rd-UV4fs3rN1VM49pVwGHfzKVoL](https://www.youtube.com/watch?v=_XgUqG8uUcq&index=4&list=PLyqFQ4rd-UV4fs3rN1VM49pVwGHfzKVoL)

**Dr. Alexia Shonteff: ASU, Department of Economics**
- [www.youtube.com/c/EconTutors](http://www.youtube.com/c/EconTutors) The purpose of the open access YouTube channel is to engage with the new world of digital technology and to expand open access knowledge in economics. We believe knowledge can only grow with multi-directional discussions. As more online tutorials continue to be created, we would like to open up the dialogue with teachers and students, asking for tutorial topics; allowing for collaboration of the creation of new tutorials. We support the digitization of scientific and cultural knowledge and aim to preserve the openness and accessibility of such knowledge for the widest public benefit.

**Dr. Steve Pyne: ASU, School of Life Sciences**
- TED Talk (2015) [https://www.youtube.com/watch?v=LPC7UQyQQhQ&index=5&list=PLxDd4cs49DCuKBP2NFVcUDPBFCHG8NZOs](https://www.youtube.com/watch?v=LPC7UQyQQhQ&index=5&list=PLxDd4cs49DCuKBP2NFVcUDPBFCHG8NZOs)

**Dr. Edward Finn: ASU, School of Arts Media & Engineering**
- Project Hieroglyph: [https://www.youtube.com/watch?v=PH2gIirix8U](https://www.youtube.com/watch?v=PH2gIirix8U)
- Written work that explores digital narratives, creative collaboration, and the intersection of the humanities, arts and sciences. [http://www.slate.com/authors.ed_finn.html](http://www.slate.com/authors.ed_finn.html)

**Dr. Lindy Elkins-Tanton, ASU, School of Earth and Space Exploration**

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• TED Talk Change begins with a question
  https://www.youtube.com/playlist?list=PLdIWvZn-BJS7EUoL58rSwp-pJUvLOxDLK
  http://doi.org/10.1038/scientificamerican1216-42
• Brodie, M. 2016, April 21 ASU Helps Change The Way We Learn About Space [Interview of Dr. Lindy Elkins-Tanton] Retrieved from
  http://kjzz.org/content/295641/asu-helps-change-way-we-learn-about-space

Dr. Marlene Tromp, ASU, New College of Interdisciplinary Arts and Sciences

  http://theshow.kjzz.org/content/334355/technology-social-media-bring-new-age-xenophobia
• Bettle, Madison. “NAVSA 2016 Interview with NAVSA President Marlene Tromp”
  https://www.youtube.com/watch?v=fPVj0UiYac

Ms. Robin Hammond, ASU, Fulton Schools of Engineering, Career Services

• Informational Interview materials will be uploaded into “Informational Interview” Blackboard folder

Additional Resources:
• Versatile PhD https://graduate.asu.edu/versatilephd
  Online community dedicated to non-academic and non-faculty careers for PhDs in humanities, social science and STEM. Those affiliated with ASU have access to premium content.
• PhD’s at Work - http://phdsatwork.com/
  A network for professionals with PhD’s working across industries.
• Sun Devil CareerLink Profile https://eoss.asu.edu/cs/sdcl
• USA Jobs - https://www.usajobs.gov/
  Website for all federal government jobs. Those with PhDs can start at the GS-11 level (70-100k).
• LinkedIn Profile https://www.linkedin.com/
• The ASU library makerservices provide hands-on experience with equipment and tools free for ASU students, faculty and staff from all disciplines and backgrounds to inspire creativity, innovation and entrepreneurship. https://lib.asu.edu/mkr
  www.newyorker.com/reporting/2013/07/29/130729fa_fact_gawande?printable=true&cur rentPage=all
• Michigan State University Resource http://www.cabs.msu.edu/communications-toolkit-for-academics/index.html
Course Format and Course Calendar: Students will engage in the design and process of preparing a KM project based on their own research or area of expertise:

The course will focus on a few essential building blocks for developing a sustainable KM toolkit

1. Knowledge Mobilization Awareness
   a. Individual knowledge mobilization design template
   b. One minute or less, self-introduction and research pitch
   c. Communicating Beyond your Discipline using KM
      i. Reflection/Discussion Post: Everyone must critically think about the presented topic and post comments. Comments should evoke awareness, new challenges, understanding, and be at least three thoughtful sentences long. Everyone must post their own reflection and reply to at least two individual posts.
      ii. Informal Interviews: Guidelines will be provided March 3rd (KM target audience/sector and KM experienced producer)
      iii. Self-reflection paper: (3pg) is a reflection on the overall semester, the development of your knowledge mobilization product, tools you still need to develop for your KM toolkit and impact on your professional identity.

2. Knowledge Mobilization Product

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics – Activities</th>
<th>Speakers</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 20</td>
<td>Introductions</td>
<td>Dr. Jennifer Cason</td>
<td>N/A</td>
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<tr>
<td></td>
<td>What is Knowledge Mobilization (KM)?</td>
<td>Dr. Eric Wertheimer</td>
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<td></td>
<td>Syllabus &amp; Semester Assignment Review</td>
<td>KM Scholars</td>
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<td></td>
<td>KM Template Review</td>
<td>Dr. Gustavo Fischman</td>
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<td>Dr. Stephanie McBride-Schreiner</td>
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<td>Dr. Jennifer Cason</td>
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<tr>
<td>February 3</td>
<td>Panel Discussion</td>
<td>Dr. Alexia Shonteff</td>
<td>Readings</td>
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<td></td>
<td>What conceptual model of Knowledge</td>
<td>Dr. Steve Pyne</td>
<td>Levin, B. (2008) Thinking about knowledge mobilization</td>
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<td>Dr. Shea Lemar</td>
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<tr>
<td>Topic</td>
<td>Details</td>
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<tr>
<td>Mobilization do you use and why?</td>
<td>KM Scholars Introductions and share KM idea for final product</td>
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<tr>
<td>Post reflections for both articles as it relates to your area, comment on 2 other posts, and share an article that aligns with KM in your discipline.</td>
<td>Knowledge Mobilization</td>
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<tr>
<td>Knowledge Mobilization</td>
<td>• Complete Design Template (upload into Blackboard and bring two copies to class)</td>
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<tr>
<td>Knowledge Mobilization</td>
<td>• KM Final Product Idea Outline (upload into Blackboard and bring two copies to class)</td>
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**February 17**

**Class will be held in the ASU Library, room C6A**

| Identifying your: “how” & “who” | Dr. Lindy Elkins-Tanton  
Dr. Marlene Tromp  
KM Scholars Project Updates – Present Drafts 1 |
| How and who are you trying to influence through knowledge mobilization? | Joel Smailey  
ASU library makerservices |

**March 3**

| Process and the use of the business model canvas | Ji Mi Choi  
Robin Hammond |

**Last update: 3/1/2017**

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<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Details</th>
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</thead>
<tbody>
<tr>
<td>March 24</td>
<td>Panel Discussion Knowledge Motivation in practice outside academia</td>
<td>Speakers: Mary O’Brien (SF Az) &amp; Other PhDs working outside of academia</td>
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<td>KM Scholars Project – Peer Reviews</td>
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<td>April 7</td>
<td>Exploring digital narratives, creative collaboration, and the intersection of the humanities, arts and sciences.</td>
<td>Dr. Edward Finn</td>
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<td>KM Scholars Project Updates – Present Draft 2: Prototype</td>
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<td>April 21</td>
<td>Peer Reviews</td>
<td>KM Scholars Project Updates – Present Draft 3 – Final Draft/Prototype</td>
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<tr>
<td>April 28</td>
<td>Peer Reviews</td>
<td>KM Scholars Project Updates – Present Draft 2</td>
</tr>
<tr>
<td>May 3</td>
<td>Knowledge Mobilization Studio Showcase KM Scholars Final Project Due</td>
<td>Informational Interviews Due (upload summary in Blackboard)</td>
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<td>All speakers invited, informational interviewees, other invited guests.</td>
<td>3 page KM self-reflection paper due (APA style) upload into Blackboard</td>
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<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Total Points</th>
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<tbody>
<tr>
<td>Attendance &amp; Participation (10 points each meeting)</td>
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<td>80</td>
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<tr>
<td>Reading Levin, B. (2013) - Submit Reflection Discussion Post and reply to 2 posts (10 points each post)</td>
<td>Feb 3</td>
<td>20</td>
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<tr>
<td>Knowledge Mobilization Design Template (upload into Blackboard)</td>
<td>Feb 3</td>
<td>50</td>
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<tr>
<td>KM Final Product Idea Outline</td>
<td>Feb 3</td>
<td>50</td>
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<td>Advances going public: How to write and speak beyond academe Chapters 1, 2, 3 &amp; 8 Post 200-300 word discussion on four chapters and reply to 2 posts</td>
<td>Feb 17</td>
<td>100</td>
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<tr>
<td>Final Product Draft 1</td>
<td>Feb 17</td>
<td>100</td>
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<tr>
<td>2 Informational Interviews (50 points each)</td>
<td>April 21</td>
<td>100</td>
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<td>3-page KM self-reflection paper</td>
<td>April 28</td>
<td>100</td>
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<tr>
<td>Knowledge Mobilization Final Project</td>
<td>May 3</td>
<td>400</td>
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<th>Letter Grades ( no +/-)</th>
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<tr>
<td>B</td>
<td>899-908</td>
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<tr>
<td>C</td>
<td>699-898</td>
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**Student Conduct:** Academic Integrity/Plagiarism. ASU policy states “The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of the individual academic unit. Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism, or facilitating such activities.” For more information see [http://provost.asu.edu/academicintegrity](http://provost.asu.edu/academicintegrity).
Harassment: ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status and other protected veteran status. If you feel you are being harassed for these reasons, contact Student Life:

- Downtown campus: 522 N. Central Ave., Post Office Room 247, 480-496-4111
- Polytechnic campus: Administration Building suite 102, 480-727-1060
- Tempe campus: Student Services Building room 263, 480-965-6547
- West campus: UCB 301, 602-543-8152

Electronic Communication: Acceptable use of university computers, internet and electronic communications can be found in the Student Code of Conduct (http://www.asu.edu/aad/manuals/usui/usui104-01.html) and in the University’s Computer, Internet, and Electronic Communications Policy http://www.asu.edu/aad/manuals/acd/acd125.html.

Accommodations: Disability Accommodations for Students. Students who feel they may need disability accommodation(s) in class should obtain the necessary information from the Disability Resource Center on campus (http://www.asu.edu/studentaffairs/ed/drc/). It is the student’s responsibility to make the first contact with the DRC. Instructors may provide accommodations only as specified by the DRC documentation.

Religious Accommodations for Students: Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance, but must make arrangements for making up tests/assignments within a reasonable time as determined by the instructor.

Military Personnel Statement: A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch and is unable to complete classes because of military activation may request complete or partial administrative unrestricted withdrawals or incompletes depending on the timing of the activation. For information, please see http://www.asu.edu/aad/manuals/usui/usui201-18.html.